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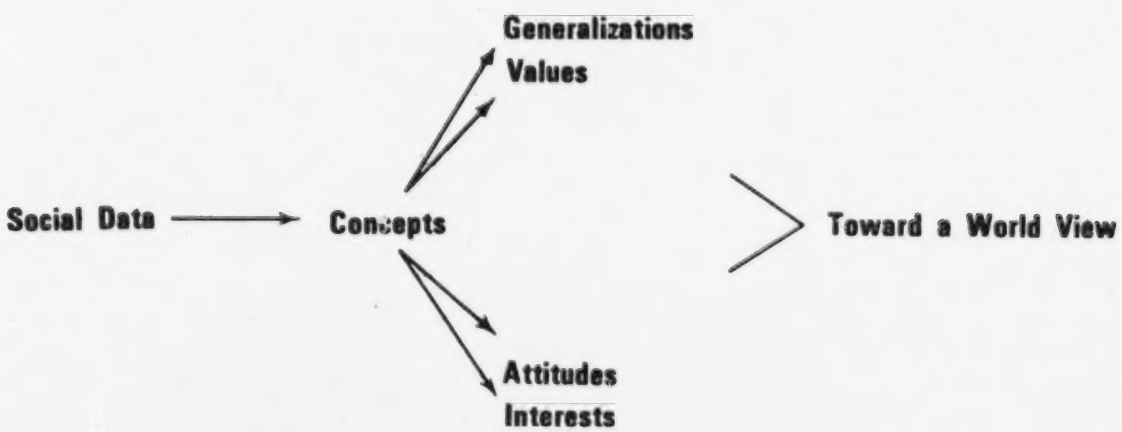
ABSTRACT

The content-process approach described in this k-12 teaching guide focuses upon knowledge as a basis for understanding and explaining that which is being investigated and, when practical, for predicting what may happen in the future as a result. A curriculum based upon this sequential interdisciplinary content process approach helps students to organize categories of knowledge, to see that there are many ways of looking at a concept, and to glean from all disciplines new and varied understandings. Six sections introduce the topic; define the content-process approach; present conceptual frameworks for the organization and integration of social studies knowledge in economics, geography, history, political science, and sociology; illustrate how social studies concepts can be meaningfully related to generalizations which evolve from specific content materials at various grade levels; emphasize the importance of inquiry techniques in helping students to realize the desired cognitive and affective objectives; and lastly, provide a model for selecting and evaluating social studies learning experiences. (Author/SJM)

Defining and Implementing a Content-Process Approach to Teaching Social Studies



Department of Curriculum Development
Madison Public Schools
Madison, Wisconsin
1965, Rev. 1970

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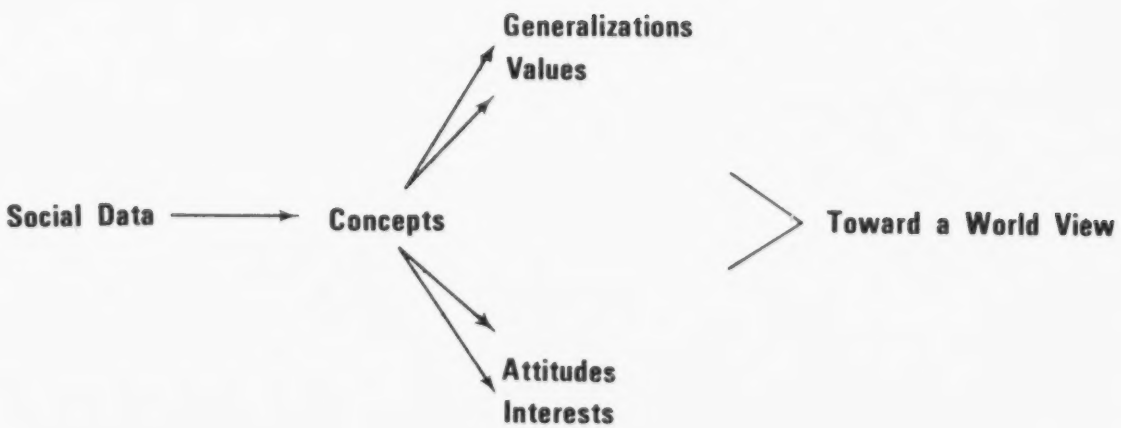

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FOREWORD

By the presentation suggested in this *Guide to Defining and Implementing a Content-Process Approach to Teaching Social Studies*, teachers will be encouraged to develop a functional approach to learning which should facilitate the development of ideals, attitudes, appreciations, and understandings.

Social studies concepts have been identified and should percolate through the twelve years of the curriculum, increasing each year in their sophistication and complexity.

This outline will be studied by teachers during the school year for further evaluation. It is our hope that this approach will be a foundation for action in democratic living. Public education has a responsibility to further the ideas and aspirations of all youth. The concept approach developed in this guide should give direction to teachers in their inservice study.

We appreciate the efforts of the summer committee listed below who were responsible for the preparation of this guide.

Robert D. Gilberts
Superintendent

Social Studies Committee
1965

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Clinton Barter
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The past five years have witnessed the implementation of a concept-oriented, inquiry-centered social studies curriculum. Thanks to a Title III social studies project and the efforts of three Madison teachers (Clint Barter, Al Colucci, and Tom Patterson) who served as project supervisors, we have a better understanding of our accomplishments and a clearer concept of the directions we must take in creating a viable social studies instructional design. Recognizing that time and circumstances are never static, we must continue to plan for a dynamic social studies program which will meet the challenges of the 1970's.

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THE CONTENT-PROCESS APPROACH: A CONCEPT-INQUIRY MODEL

For a moment, consider this answer to the old riddle: Which came first, the chicken or the egg? The answer: The egg. Why? Because a chicken is the egg's way of creating another egg.

What does this have to do with the social studies? Essentially this: In answer to the old riddle, "What are the social studies all about?" we have tended to view the social studies as the study of man and his institutions. We would like to suggest that we do not study man and his institutions, but rather that we study statements *about* man and his institutions. Why such a point? Because if the social studies can be understood as statements about man and his institutions, the learner is going to be able to understand events better as the form and substance of social studies subject matter. If we see data from a different perspective, our approach to data in our classes is going to be quite different in the future than it has been in the past.

Another key to the nature of interpretation of data is found in the interdisciplinary educational designs being constructed. Interdisciplinary coordination and collaboration play an important function in providing breadth to an issue or problem and in testing the validity of generalizations and theories. The central feature of an interdisciplinary approach is found in the relationships all disciplines develop with other disciplines in identifying what concepts must be borrowed and in what matters transactions must occur if a totally meaningful knowledge is to emerge. The best means for checking the validity of findings is to measure them against the findings on the same or related problems by another academic discipline. Hence, a finding reached through use of techniques of one discipline and not contradicted by equally valid findings of another discipline should stand the validity test.

The content-process approach described on the following pages focuses upon *knowledge* as a basis for understanding and explaining that which is being investigated and, when practical, for predicting what may happen in the future as a result. Basic to understanding this knowledge is the role played by *concepts*. Stated either as terms or as complete statements, concepts help the learner to organize categories of knowledge. A curriculum based upon such an approach to knowledge should better equip students in formulating judgments about the world and judgments about their experiences in that world. To serve this end, social studies experiences must be offered to all students on a kindergarten through grade twelve basis. More attention at all grade levels has been given to economics, geography, history, political science, anthropology, psychology, and sociology. More intensive attention to these disciplines and to ways and means of interdisciplining them with science and the language arts should result in added perspective and comprehension of the issues and problems faced by youth. These concerns, we believe, become more viable through a study of the problems of the larger culture in which many of the problems faced by youth have their origin.

Through an interdisciplined concept-process approach, the student should see that there are many ways of looking at a concept, and should be able to glean from all disciplines new and varied understandings which are fruitful in realizing the desired goals of the social studies curriculum.

ARTHUR H. MENNES
Director, Curriculum Development

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A CONTENT-PROCESS APPROACH TO TEACHING SOCIAL STUDIES

A. INTRODUCTION

State and national efforts to re-evaluate social studies curricula clearly emphasize the crucial role of a content-process approach in structuring social studies.

Rationale

The State Department of Public Instruction committee working on curriculum revision in Wisconsin gives the following reasons for a conceptual approach:

> "In 1900 civics, history, and geography were the dominant, if not the only, offerings in the social studies curriculum as taught within the elementary and secondary school. The disciplines of history and geography are still the central core of social studies instruction. However, today with the growth and sophistication of knowledge, economics, sociology, anthropology, political science, and social psychology have a legitimate claim to relatively detailed examination within the social studies curriculum. There is agreement that these disciplines merit attention within the elementary and secondary school offerings, but the question remains: where does the curriculum planner find the available time and opportunity for including these subjects as courses of study? The concept-development approach is predicated on the assumption that the ends of education can be well served by bisecting the above disciplines and selecting a number of basic concepts which in turn are translated into meaningful educative experiences."

This approach provides a kingergarten through twelfth grade learning experience which gives continuity to the social studies curriculum and thus allows the teacher and student to be part of a logically developed, integrated system. The reorganization of the sequence, scope, and method of the social studies curriculum in the Madison Public Schools has been planned around this conceptual approach.

B. RELATING THE CONTENT-PROCESS APPROACH TO TEACHING SOCIAL STUDIES

The Content-Process Approach

The content-process approach to teaching the social studies involves the use of concepts in:

- Defining useful categories of knowledge which will have utility in formulating viable generalizations.
- Helping the teacher formulate a model for selecting learning experiences in harmony with the social and intellectual ability of the learner.
- Establishing an analytical framework for learning the intellectual skills involved in gathering and evaluating social studies data.

Concepts and Their Developmental Variants

A social studies concept can be defined many ways. Some say concepts are "big ideas," some say they are "the sum total of the qualities suggested by the term," others identify a concept as "a generalization about man and his social behavior," and others define concepts as "abstract categories" or as "vehicles of thought." In general, however, there is some agreement regarding concepts as being either definitional terms or statable as a statement. There is some agreement that concepts can be universal and global; that they can be particular and unique. Some concepts like "woman" have singularly definable attributes and are called *conjunctive* concepts. In stating a conjunctive concept, attributes are always linked with an "and" connector. Many concepts, like "citizenship," are realizable from two or more dissimilar sets of attributes and are called *disjunctive* concepts. In stating a disjunctive concept, the dissimilar sets of attributes are always linked with an "or" connector. A few social studies concepts are *relational*. "Full employment" as a definable relationship between percentage of labor force employed, length of work week, and per capita productivity qualifies as a relational concept.

Relational concepts are sometimes confused with generalizations. A concept structures the facts. A generalization is based upon concepts. For example, "When a certain relationship exists between percentage of work force employed, length of work week, and per capita productivity, we have attained full employment," is a generalization.

When symbolization is as advanced as it is in our culture, a person is at a very serious disadvantage when he cannot express the intentional meaning of concepts. It is, therefore, important to know the particular kind of concept with which we are dealing in a given situation. If we are using a universal and global concept, all we need to do is to identify examples which do or do not fit into it. If a concept is particular and unique, then we need to include all the characteristics which are associated with that concept. Ideally, the more universal and conjunctive concepts we have, the less messy our attempt to make sense out of our world will be. Unfortunately, the social studies are blessed with an inordinate number of unique, disjunctive, and relational concepts. We need to be alert to these various types of concepts as we try to assist the student grapple with his complex world. Teaching strategies will be affected by the kind of concept involved in the inquiry. While inductive strategies, for example, work well in developing conjunctive concepts, they can result in great frustration in attempting to deal with disjunctive concepts. The latter type of concept responds better to a deductive strategy.

A developmental variant of a concept is an elaboration in specificity of the major concept. For example, "Geographic linkage is evident among countless human settlements through exchange of messages, goods and services," is a major concept. "Interregional and international trade provide many examples of linkage between people and nations," is a developmental variant of the major concept. These examples can be found in the Wisconsin: *A Conceptual Framework for the Social Studies*. Developmental variants are employed as illustrations of the extensional meaning of a major concept. The extensional meaning of a concept differs from its intensional meaning in that the latter states precisely the meaning of the concept in terms of its attributes. For example, the intensional meaning of the concept "city" might be "a politically independent area of high population density and with a large population total." The intensional meaning of the concept is necessary if the concept is to be correctly applied in another situation. The extensional or developmental variant of the concept "city" might be "Madison". Illustrations of extensional and intensional meanings of concepts are found in Section C of this guide.

The Nature of Generalizations

Generalizations have been defined as outcomes of inquiry-centered learning. They are seen as a goal of the social studies in centralizing a highly useful and intellectually powerful form of knowledge on events and situations under investigation. A generalization is a general statement linking at least two concepts together. A generalization is testable. Concepts and generalizations may be viewed as two levels or parts of a hierarchy through which human experience can be simplified. Concepts organize data into meaningful expressions, and generalizations bring meaning to concepts. Generalizations provide the means of building theory which, in turn, provides an explanation for an investigated situation. Just as there are different types of concepts, one can also identify different types of generalizations. Generalizations can make a claim about the distribution of a characteristic among the members of a population. A generalization may be singular (That car is blue), and is usually designated as "facts"

or general (All citizens of Wisconsin are citizens of the United States). For purposes of our use, we will as indicated in the above definition of "generalization." A generalization may be synthetic and based up (None of the life forms found on Earth are present on Mars) or analytic or definitional (Free market pricin tors of supply and demand). While the sciences are noted for their law-like generalizations, except for a the social studies have not been very successful in stating high probability-high informational law-like g fact, many economic "laws" contain so many conditional variables that the "law" is more an orienting s Yet, in a gross sense, there exist in the social studies many general relationships which may be applie tions for explaining features of man's social life. Theory and model building in the social studies is bec ular as a result.

C. SOCIAL STUDIES CONCEPTS

It should be noted that these concepts are neither inclusive nor absolute. Certainly, additions could be m Furthermore, changes over a period of time will undoubtedly alter these concepts. Nonetheless, these co uable framework for the organization and integration of social studies knowledge.

ECONOMICS CONCEPTS AND DEVELOPMENTAL VARIANTS

1. The factors of production are limited and vary in time and from region to region.

a. A society's ability to develop a viable economy is dependent in part on the factors of production available to that society, e.g., a society may have an abundance of natural resources but may lack a trained labor force.
b. Man is faced with the basic dilemma of unlimited wants and a limited supply of productive factors and thus is forced to make economic choices.

2. Some system of production and distribution is common to all society.

a. A society must develop a system of organizing the factors of production (land, labor, capital, and management) and distributing (transportation, monetary system, marketing devices, etc.) what is produced to meet the needs of its members.

3. People and societies are economically interdependent.

a. Some nations or societies possess a comparative advantage in one or more of the factors of production which makes it desirable that they trade with other nations which have a comparative advantage in other areas.
b. Specialization in economic activity--especially in more complex economies--makes people within a society more economically interdependent.

4. In all societies wealth is distributed unequally.

a. Humans, differing in attitudes, talent, intelligence, and inherit-

ance, vary in their ability to a
b. Opportunities for the acquisiti upon such factors as cultural ologies, and form of governme

5. A society's economic system can more complex.

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6. Differences in economic ideology to conflicts between and within s

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ance, vary in their ability to acquire wealth.
b. Opportunities for the acquisition of wealth are in part dependent upon such factors as cultural values, political and economic ideologies, and form of government of the society.

5. **A society's economic system can change and often tends to become more complex.**

   a. The impact of changes in such factors as technology and economic and political ideology has a significant effect on the way a society produces and distributes its goods.

6. **Differences in economic ideology and distribution of wealth often lead to conflicts between and within societies.**

   a. The real or imagined need for additional wealth and economic opportunity often leads to territorial expansion and/or economic imperialism.
   b. Differences in economic ideology and institutions often become deeply rooted within a society and are often zealously defended by that society or urged, sometimes vigorously, upon other societies.

7. **Economic systems have a marked influence on a society's political and social institutions. Conversely, political and social institutions influence economic systems.**

   a. Decisions made by government are, in part, dependent upon economic and social institutions of a society.
   b. The greater the specialization within an economy, the greater will be its effect upon institutions and the lives of individuals.

1. **This is a bountiful earth, but some of its resources are irreplaceable.**

   a. Man's use of natural resources has a definite effect on man's standard of living.
   b. Non-organic resources cannot be replaced and some organic resources are nearly irreplaceable.

2. **Uneven distribution of natural resources makes interdependence and trade between societies inevitable.**

   a. Inter-regional demand for resources and services available in specific geographic locations creates trade and movement of people.
   b. Uneven distribution of resources has sometimes led to competition and conflict between nations.

3. **Ours is a shrinking world; however, the effect of space and distance is related to the technology of a society.**

   a. Societies with primitive technologies are limited to smaller operating areas because distance must be covered by primitive transport and communication.
   b. Mushrooming technology has reduced the effects of distance on intercourse between societies and nations.
   c. Societies with advanced technology have greater capacity for expanding influence and control because of greater ability to transport and communicate.

4. **Man is continually improving ways to meet his basic needs and wants.**

   a. Technological innovation may improve man's capacity for living in a given geographic setting.
   b. Man's improved ability to predict changes in his physical habitat has made him better able to prepare for these changes.

5. **Some geographic fe by man; others are**

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   b. Earthly cataclys discomfort.
   c. Certain climates man's progress.
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6. **Geographic factors**

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5. **Some geographic features are obstacles which must be overcome by man; others are assets to material progress.**

   a. The limitations of many of the world's regions have inhibited man's development.
   b. Earthly cataclysms have caused man considerable hardship and discomfort.
   c. Certain climates and geographic features have helped determine man's progress.
   d. Through technology man has devised ways of turning geographic obstacles to his advantage.
   e. Geographic factors play an important part in determining the standards of living throughout the world.

6. **Geographic factors influence variations in culture.**

   a. Many variations in attitudes, values, and living patterns are partially the result of physical environment.

7. **A regional concept is useful in organizing knowledge about the earth and its people.**

   a. There are those similarities in some economic and cultural patterns which may be found in areas with similar climate and landform.
   b. Geographic regions are useful vehicles for understanding movements of population and varieties of land use throughout the world.
   c. Regional concepts are useful in predicting future developments on the earth's surface.

8. **Geography is an important factor in determining the world power structure at any given time.**

   a. The types of geographic phenomena which help determine power often vary in relationship to man's technology and cultural attitudes.

1. **Knowledge and an understanding of the past are necessary to deal intelligently with the present.**

   a. Present day social, political, and economic institutions are the result of historical attempts to organize society.
   b. Man is basically a product of the past and is conditioned by it.

2. **Human experience is continuous and interrelated; change is an ever present factor in human and social development.**

   a. No nation has evolved in complete isolation; each one is a product both of its own inventions and ideas and those borrowed from others.
   b. Most societies and institutions evolve slowly and are rooted in the customs and traditions of the past.
   c. Various groups and societies contribute to the development of a civilization.
   d. Most societies develop at different rates, depending upon their needs, desires, available resources, and degree of isolation.

3. **The causes of historical change are always multiple and complex.**

   a. No historical situation can be totally understood of and by itself; instead, it must be considered as the product of many converging, interrelated elements.
   b. Attempts to over-simplify the past often result in a failure to comprehend fully the forces at work in the historical process.

4. **Change, which does not necessarily imply progress, does not occur at the same time, at the same rate, nor to the same degree everywhere in the world.**

   a. People and societies
   progress.
   b. Progress is change
   desired goals is also
   c. Problems are the pri
   struggle.

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where in the world.

a. People and societies do not always agree on what constitutes progress.
b. Progress is change toward a desired goal; change away from desired goals is also possible.
c. Problems are the price of progress, which inevitably involves struggle.

5. Present day social, political, and economic problems are outgrowths of previous historical situations.

a. Many current problems have resulted from solutions to problems of the past.
b The degree of success in resolving today's problems will in almost in all cases be increased if one considers their historical antecedents.

6. Historical leadership results from the interplay of events and personalities.

a. Leadership has traditionally been provided by those able to recognize and take advantage of opportunities inherent in given situations.
b. In some instances, leadership has played a significant role in creating the historical situation.
c. Circumstances at times thrust leadership upon persons.
d. Regardless of the capabilities of individuals, their impact on a historical situation is not made until circumstances are such that their talents can be used effectively.

1. **Some form of government is common to all societies.**

   a. Government evolved as men began to live together.
   b. Government is necessary to stabilize relations among people within a society.
   c. Societies impose obligations and bestow privileges upon their citizens.

2. **Societies develop laws and sanctions in order to regulate themselves.**

   a. Societies differ in the behavior they consider acceptable.
   b. Societies differ in the severity of sanctions they place on anti-social behavior.

3. **The form and complexity of governmental systems varies in time and with societies.**

   a. Several factors, e.g., geography, economic system, cultural values, historical development, determine the form and complexity of the government of a society.

4. **Political institutions within a society are subject to either evolutionary or revolutionary change.**

   a. Whether changes in political institutions are evolutionary or revolutionary depends in part on how ready the people and groups within a society are to alter their institutions in response to changing circumstances within the society.

5. **Societies must devise means of distributing political power.**

   a. Societies differ in the persons or groups to whom they give political power.

b. The locus of po

6. **Political power wit of a few, but leade**

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   b. Citizens are oft cess for a varie cern, lack of ti permit others to

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b. The locus of political power within the society often changes.

6. **Political power within a society tends to gravitate into the hands of a few, but leadership cannot long disregard the citizenry.**

   a. Many citizens are often unable to comprehend fully the complexity of problems confronting the society, thus permitting a few in the midst of the confusion to take and exercise political power.
   b. Citizens are often unwilling to participate in the political process for a variety of reasons, e.g., politics is an unworthy concern, lack of time, financial costs involved, and willingness to permit others to look after one's welfare.

7. **Differences in political institutions and ideologies often lead to conflicts among and within societies.**

   a. Societies often attempt to extend their authority by forcing their political institutions and ideologies on others.
   b. Political institutions and ideologies are often deeply rooted within a society and are thus often zealously defended by that society whether the threat comes from within or without.

8. **Societies differ in justification of their political institutions, laws, and distribution of political power.**

   a. Societies must justify their governments.

9. **Governments are not always concerned with the welfare of their citizens.**

   a. Some governments emphasize the gratification of the few at the expense of the many.
   b. Some governments emphasize such factors as the glory of the state or the nation's destiny at the expense of the citizenry.

1. **People are more identical than different.**

   a. All individuals have similar physical and phychological needs.

2. **Man's actions and beliefs are best understood and appreciated if one realizes the effect of cultural conditioning upon them.**

   a. Man's actions reflect his environment.
   b. Each individual plays a role in society which determines much of his behavior.
   c. Noteworthy persons can be more effectively appraised if one understands the effect of their backgrounds.

3. **Cultural development of nations is often accelerated or retarded by contact with other societies.**

   a. A society absorbed by another usually incorporates some cultural traits of the other.

4. **It has been typical of society for one segment to attempt to relegate another to a less prestigious social position.**

   a. Extreme nationalism may be a cause of discrimination among nations.
   b. It is typical for the majority to search for a scapegoat to explain away the ills of the society.

5. **In order to create conformity, establish better social control, and perpetuate itself, a society tends to encourage belief in its own superiority.**

   a. Nationalism is always at its greatest height during a time of crisis.
   b. All nations, even those that profess something else, have utilized patriotism as an effective means of organizing their people to resist invasion or commit aggression.

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6. **What people believe to be true is frequently more important than the existing realities in determining their behavior.**

   a. Many decisions are made without adequate information, knowledge, and understanding of the factors that cause the existing situation.
   b. Skillful use of propaganda techniques often causes people to believe and act according to the expectation of the propagandist.
   c. Emotion often distorts the individual's interpretation of reality.

7. **Social institutions usually change less rapidly than technology.**

   a. Often societies impose traditional solutions to a problem altered by new developments in technology.

8. **Societies often fail to understand and appreciate each other's cultural values.**

   a. The ability of nations to resolve international problems is hampered by their lack of understanding of each other's values.
   b. Because a society emphasizes its own values, it creates a frame of reference which causes difficulty in perceiving those of others.

9. **The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.**

   a. As institutions become well-established, they tend to become ends in themselves, thus inhibiting change.
   b. Because their attitudes toward scientific inquiry vary, some societies change more rapidly than others.

10. **Group behavior exists as an entity apart from individual behavior and can be studied as such.**

    a. Because people lose their identity within the group, they often exhibit unusual or unorthodox behavior.
    b. Man is a social being. His opinions, ideas, and actions are affected by those of his contemporaries.

D. AN ILLUSTRATION OF HOW SOCIAL STUDIES CONCEPTS ARE RELATED TO GENERALIZATIONS

The following is an illustration of how social studies concepts can be meaningfully related to generalizations which evolve from specific content material at the various grade levels. A more detailed discussion of how this relationship can be developed in the classroom can be found in sections E and F of this guide.

GENERALIZATIONS

CONCEPTS		8th Grade: U. S. History to 1877
Econ. 6	In all societies wealth is distributed unequally.	In Colonial America there always seemed to be cla differences between planters and small farmers; in dentured servants and free labor, etc.
Geog. 1	This is a bountiful earth but some of its resources are irreplaceable.	The southern system of tobacco-cotton plantation farming so depleted the soil that there was a constant pressure for new land.
Hist. 5	Most social, political and economic problems are outgrowths of previous historical situations.	Many of the South's present difficulties are outgrowths of congressional reconstruction.
Poli. Sci. 8	Societies differ in their justifications of their political institutions, laws, and distribution of political power.	Examination of the evolution of political parties in America reveals that they are seldom only doctrinaire and idealistic, but rather tend to be pragmatic and all-inclusive.
Soc. 6	What people believe to be true is frequently more important than the existing realities in determining their behavior.	Southern maintenance and defense of slavery prevented Southerners from recognizing that the institution was economically inefficient.

GENERALIZATIONS

8th Grade: U. S. History to 1877	9th Grade: U. S. History from 1877
Colonial America there always seemed to be class ferences between planters and small farmers; in- ıtured servants and free labor, etc.	During the industrial period in U. S. history there was established a general acceptance of "social Darwinism" as a justification for unequal distribution of wealth.
e southern system of tobacco-cotton plantation ming so depleted the soil that there was a con- nt pressure for new land.	Reckless burning off of natural gas in the extraction of oil during the past half century has resulted in the loss of a substantial amount of a valuable resource.
ny of the South's present difficulties are out- wths of congressional reconstruction.	The New Deal was largely experimental, only partly successful, and resulted in a change in attitude regarding the role of the government in the economy.
amination of the evolution of political parties merica reveals that they are seldom only doc- aire and idealistic, but rather tend to be prag- ic and all-inclusive.	Because of changing social conditions and attitudes, the "separate but equal" decision of 1896 no longer could be justified and was therefore reversed in 1954 by the Brown vs. Board of Education decision.
thern maintenance and defense of slavery pre- ted Southerners from recognizing that the in- ıtion was economically inefficient.	The American farmer traditionally supported free mintage of silver because of misplaced faith in the quantity theory of money.

GENERALIZATIONS

10th Grade: Western Civilization	Grades 11 and 12: Contemporary U. S.	
During period of feudalism, the peasant and lord were taught to accept their economic status because of pre-ordination.	The graduated income tax is a response to the realization that unequal distribution of wealth is inevitable.	In India on the ale for
The growth of industrial Italy has been greatly retarded by the lack of mineral resources.	Because of changing demands and depletion various areas have experienced different levels of prosperity and depression.	The di eas ha tion an
Many causes of World War II are to be found in ineffectual resolution of problems created by World War I: Treaty of Versailles, war reparations, failure of League of Nations, etc.	Unemployment problems of today are, in part, a result of changing technology and changing patterns of employment.	The Ch an outg torical
The Fascists appealed to the "Glory of Rome" as justification for their own brand of dictatorship.	The present trend toward "big" government is often justified by increasing demands of public for more government services.	In most justific
Under the guise of civil liberties and the mistaken fear of counter-revolution, mass executions of innocent citizens were carried out by the Committee of Public Safety during the "Reign of Terror" in France.	Creation of Japanese detention camps in America was, in part, an outgrowth of the propagandists' stereotype which could easily be transferred to the American Japanese.	The pe day as the "Ve historic

GENERALIZATIONS

Grades 11 and 12: Contemporary U. S.	Grades 11 and 12: Area Studies
ıe graduated income tax is a response to the alization that unequal distribution of wealth inevitable.	In India the caste system that divides people on the basis of religion also acts as the rationale for unequal distribution of wealth.
ecause of changing demands and depletion var- ıs areas have experienced different levels of osperity and depression.	The diminishing supplies of fish in certain areas have resulted in a great deal of competition among nations for this resource.
employment problems of today are, in part, a sult of changing technology and changing patns of employment.	The Chinese role in Southeast Asia today is an outgrowth of centuries of migration and historical influence.
ıe present trend toward "big" government is en justified by increasing demands of public more government services.	In most cases, national self-interest was the justification for policies of colonialization.
eation of Japanese detention camps in Amera was, in part, an outgrowth of the propagansts' stereotype which could easily be transrred to the American Japanese.	The people of India justify many traditions today as having been derived from the glories of the "Vedic Age" about which there is little historical information.

GENERALIZATIONS

CONCEPTS		Grades 11 and 12: Economics	
Econ. 6	In all societies wealth is distributed unequally.	Karl Marx defined history as a continuous struggle between those who own the means of production and those who do not.	
Geog. 1	This is a bountiful earth but some of its resources are irreplaceable.	Scarcity is an important factor in determining the value of many natural resources.	
Hist. 5	Most social, political and economic problems are outgrowths of previous historical situations.	The present size of the long-standing federal debt is the result of the massive deficit created in financing the Second World War.	
Poli. Sci. 8	Societies differ in their justifications of their political institutions, laws, and distribution of political power.	Modern socialism is an outgrowth of the ideal that governments should exist to insure economic as well as political equality.	
Soc. 6	What people believe to be true is frequently more important than the existing realities in determining their behavior.	The boom or setback in economic growth in the present U. S. economy is frequently more dependent upon the intuitive fears or hopes of the business community than the trends pictured in the existing economic data.	

GENERALIZATIONS

Grades 11 and 12: Economics	Grades 11 and 12: Economics
Marx defined history as a continuous strug- etween those who own the means of produc- and those who do not.	One method of studying class in the U. S. uses occupation and income as the most important criteria.
city is an important factor in determining the e of many natural resources.	Population growth in many countries is a spec- ial problem as these are the countries that also face a loss of productivity through erosion, e.g., Pakistan, China.
present size of the long-standing federal debt e result of the massive deficit created in fi- ng the Second World War.	The false Negro stereotype, an outgrowth of slavery, economic and social segregation, and the social need for an in-group has tended to inhibit progress of the Negro in America.
rn socialism is an outgrowth of the ideal that nments should exist to insure economic as as political equality.	Most severe prison systems are justified by those who believe hedonistically in the neces- sity of punishment as a further deterrent to crime.
oom or setback in economic growth in the nt U. S. economy is frequently more depen- upon the intuitive fears or hopes of the bus- community than the trends pictured in the ing economic data.	Group interstimulation and emotionality allow the individual to define a situation as reality in spite of its obvious falsity, e.g., War of the Worlds, Water Moccasin III, and the Harlem riots.

GENERALIZATIONS

	Grade
	It is becoming increasi state or federal office other source of financi
	Government decisions have an important effe preserved for recreatio for living space?
	The problem of politic change from an agrari
	The American Constitu and the acceptance of relationships of man to
	National mythology (gl frequently used by can

GENERALIZATIONS

	Grades 11 and 12: Political Science
	It is becoming increasingly difficult for a candidate to obtain elective state or federal office without the benefit of personal wealth or some other source of financial backing.
	Government decisions relevant to allocation of our natural resources have an important effect upon our economy, e.g., should woodlands be preserved for recreation or should the land satisfy the increasing need for living space?
	The problem of political apportionment, in part, is an outgrowth of the change from an agrarian to an urban, industrialized society.
	The American Constitution is an outgrowth of the age of enlightenment and the acceptance of the existence of a "natural law" governing the relationships of man to man.
	National mythology (glorification of the frontier, the yeoman myth) is frequently used by candidates who are seeking public office.

E. THE MADISON POINT OF VIEW

Today the hue and cry is for a more relevant curriculum. "Relevancy" in curriculum designing has been defined as addressing an approach to content through the personal problems of youth. This is not enough. It is more relevant to stimulate the learner through a study of the problems of the larger culture in which many of the problems faced by youth have their origin. Recognizing the importance of encouraging the young to develop proficiences in the techniques and strategies involved in critical thinking, primary emphasis must be placed upon helping the learner to develop skills in asking the right questions of the data they confront. To prepare to develop understandings of how the present got the way it is and to prepare for a future-oriented society tomorrow, the student must begin to become reasonably expert in handling the following general types of inquiry - centered questions and their underlying issues:

- What kind of society now exists, and what are the dominating trends within society?
- What kind of society is likely to emerge in the near future if the present trends continue?
- What kind of society is preferable, given one's set of values?
- If the prognosticated society is different from the society one prefers, what can the individual, alone or as a member of a group, do to eliminate the discrepancies between the preferences as desired and the prognosticated outcomes as perceived?

Man's attempts to explain and understand his world have always suffered from two kinds of shortcomings: (1) the fact that basic conditions of human life and the earth change slowly with the result that we are not immediately aware of change, and (2) our approach in attempting to understand change and the nature of the real world through the study of the single facets we call the academic disciplines. Recognizing these shortcomings, we are attempting to build inter-disciplinary relationships which will more effectively relate skills to knowledge and thus help the student to clarify for himself the meaning of the world as well as to understand his experiences in that world.

If these, then, are objectives of first importance, how can we maximize opportunities which will lead to their realization? Building upon the four orienting questions indicated above the student must develop those skills necessary which will help him in asking the right questions of specific data in seeking resolution of problems.

- "How did it happen that _____?" will help the student to frame useful conclusions.
- "Why should that be _____?" will provide insight into motives, purposes, and perceptions.
- "What was _____?" will aid in clarification and colligation.
- "Why is the case of _____?" will encourage a search for a generalization of principle.

Through knowing when to ask such questions of data the student will be better able to use knowledge to explain what is and to predict what will be.

The Madison point of view stresses that the major social studies concepts, generalizations, and related values can be developed most effectively through a concept-oriented inquiry-centered approach to learning. While expository teaching techniques are useful in developing specific knowledge efficiently and within a short time span, the social studies

curriculum places an emphasis upon directed inquiry techniques in helping the student to realize the following objectives:

- *KNOWLEDGE:* The substantive goals include basic concepts relating to the history of civilization and various ethnic groups; the geographical environment of man; how man is governed and governs himself; the cultural structure and his individual behavior in society; and how societies function and organize themselves to meet man's social and economic needs.

- *SKILLS:* The procedural goals include the intellectual abilities of locating, identifying, interpreting, defining, translating, analysing, relating, abstracting, synthesizing, evaluating, generalizing, organizing, evaluating, and ascertaining implications.

- *BEHAVIORS:* The behavioral goals include covert behaviors such as the values and attitudes by which the student comprehends his own experiences and finds meaning in his own life, and overt behaviors such as self-realization, worthy use of efforts, and effective participation in the dynamics of life in our society.

Current Trends and Emphasis

Observable trends and emphases in current social studies instruction include:

- Instruction focused on the structure of knowledge (concepts, generalizations, theory).

- Instruction centering upon the nature of society and the changing nature of society.

- Association of the patterns of child development and learning theory with instruction.

- Spiral treatment of concepts and generalizations with planned sequence to provide *spaced reinforcement* but prevent duplication.

- Concept and generalization development with active involvement of the student in:
  ..fact finding
  ..discovering
  ..synthesizing
  ..developing action patterns

- Development of cultural and cross-cultural understandings.

- Development of independent learning skills within a conceptual social studies framework.

- Introduction of concepts through learning experiences in harmony with the social and intellectual maturity of the student.

- Emphasis on the use of multi-text and multi-media materials.

- Promotion of the spirit of inquiry and the cultivation of curiosity.

Realities which support current trends and current emphases in contemporary social studies instructional programs include:

- *THE KNOWLEDGE EXPLOSION:* The student is not able to learn all that is knowable nor can the teacher teach in a given time limit all the knowledge about a given subject.

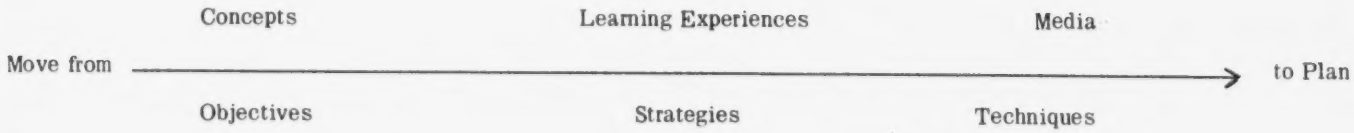
- *STATE AND NATIONAL PROJECTS:* Most of the projects reported emphasize a conceptual approach in organizing content and inquiry methods in developing deeper understandings and appreciations.

- *RESEARCH:* Studies involving the cognitive processes indicate that the student is better able to acquire social studies concepts and those procedural skills necessary through a concept-oriented inquiry approach. Such a program for learning would need to follow a plan in which:
  ..recognition is given to the fact that each student approaches each new learning experience with a different collection of learned prerequisite skills.
  ..special attention is given to helping the student become accomplished in the use of the necessary prerequisite skills.
  ..periodic and spaced reviews of material covered is used to reinforce retention of knowledge.

What Is the Content-Process Approach and How Is It Used?

The key to the content-process approach is found in the formulation and testing of generalizations which students will use in developing theory about social experiences. In planning with the students the teacher needs to frame behavioral objectives which will serve as guides in planning instructional experiences and which will serve as benchmarks for the student as he develops understandings about the content, using inquiry processes. Behavioral goals also provide a working base against which student response can be constantly monitored during the life-span of the learning experience. The chart on the following page illustrates the dynamics of the content-process approach.

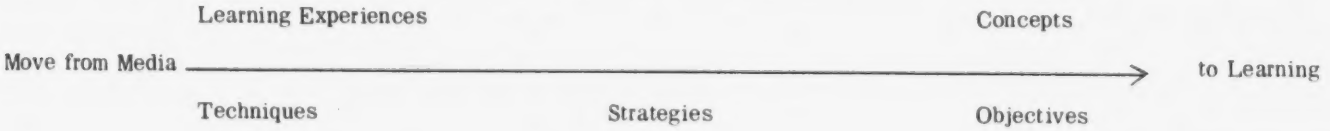
In planning the learning environment, the teacher and student:



By:

- Identifying the concepts which are most useful in providing an environment for hypothesis development and relating those understandings and learning experiences which support the concepts.
- Identifying the objectives, strategies, and techniques to realize the content and process goals.
- Structuring in broad outline the inquiry approach to harmonize the conceptual (content) frame and the learning procedures into a single learning environment.
- Selecting the most appropriate media.

In using the learning environment, the planning flow is reversed and the teacher assists the student to:



E V A L U A T I O N

By:

- Posing inquiry-type questions.
- Intervening in varying degrees to facilitate the development of the inquiry process through utilization of the components of the conceptual frame and the learning procedures.
- Guiding in varying degrees the development of the inquiry approach in harmonizing the conceptual (content) frame and the learning procedures to the needs of the student in learning to formulate his own hypothesis, testing it, and using it to add understanding of the world around him.

F. A MODEL FOR SELECTING AND EVALUATING SOCIAL STUDIES LEARNING EXPERIENCES

A Model for Selecting Learning Experiences

Essentially, the following decisions must be made in light of what we know about the interests, social maturity, and intellectual ability of the learner.

- What is it that we want to teach?
- Why do we believe it is important that it be taught?
- How are we going to teach it? (appropriate learning experiences)
- How will we know that what we have taught has been learned?

These questions must be weighted against the following criteria, as the teacher develops a course of study, a teaching unit, or learning experience:

- The felt needs and interests of the learner.
- The desire to help the learner understand contemporary problems.
- The selection of content which illustrates the basic concepts of each discipline.
- The selection of content which stresses the humanistic goals of man. To see the dynamics of culture surrounding him will illustrate that for the humanist, the whole is indeed greater than the sum of its parts.

Preliminary considerations:

- Become familiar with literature pertaining to an interdisciplinary approach to education.
- Focus upon the following decision points:
  ..A listing of priority generalizations to be included in the instructional episode.
  - Tentative answers to "What is it that we want to teach?" and "Why do we believe it is important that it be taught?"
  - How these generalizations mesh with unit, year, and general school goals.
  - Formulate these abstract generalizations into appropriate degrees of complexity and completeness for this specific stage of development.

  ..A listing of key concepts for each phase of the instructional episode.
  - Identification of the nature of the concept.
  - An illustrative example (s) using the process of concept formation.

  ..A skills chart indicating.
  - What skills are needed for instructional episode.
  - How skills are to be employed. Is it to be an introduction to the skill? Will it be an extension or reinforcement of the skill?

..A brief point outline showing how the various disciplines can contribute through generalizations, concepts, and methods to a better understanding of purpose of the instructional episode.
..A brief listing of techniques which will harmonize with teaching strategies designed to promote inductive-deductive thinking, discovery, and concept formation.
..A listing of possible evaluation items for illustrative purposes.

. Through a team approach, develop inputs which will focus upon the four questions stated in the introductory paragraph above and which will focus upon the following questions in formulating learning experiences:
..Can the purpose be stated in terms of identifiable student behavior?
..Can students learn the behavior? Can learning activities as a part of a larger learning experience increase competency in student performance?
..Can the teacher observe and measure student performance of desired behavior?
..Can the teacher teach the behavior?
..Is the behavior consistent with a desirable objective?
..Can the accomplishment of a desirable objective be inferred from the behavior?

. Throughout the preliminary consideration phase as well as the model development phase which follows, the interdisciplinary team should focus upon and periodically monitor progress in.
..Focusing on defined task.
..Developing group goals.
..Developing and organizing group strategies.
..Summarizing progress toward goals.
..Achieving consensus in identifying ways and means of completing task.

A Model

The following model represents one way in which the preliminary considerations discussed above may be applied in developing an instructional episode.

The Six Model Components

I *RATIONALE*

A descriptive statement indicating in a simple and direct manner the content of the instructional episode. Answers to ''What is it that we want to teach?'' and ''Why do we believe it is important that it be taught?'' Identify any pre-presentation procedure.

II *THE MYSTERY QUESTION*

While the rationale will provide some cues as to the focus of the instructional episode, a mystery question will bring into sharp focus the intent of the instructional episode. ''What is the 'good life'?'' or ''What makes me special?'' might serve to illustrate mystery type questions which might be asked in focusing the purposes of the instructional episode. Concepts, generalizations, behavioral goals can then be more effectively identified.

III *SUGGESTED DISCIPLINES TO BE INVOLVED IN INTERDISCIPLINARY APPROACH TO MYSTERY QUESTION*

The mystery question suggests that the learner pursue certain avenues of inquiry which might be methods and "facts" as used by historians, geographers, biologists, linguists, etc.

IV *SPECIFIC SKILLS*

Specific skills are identified which the learner should employ in ferreting out possible options which will answer the query posed in the mystery question. An estimation will be made (given the nature of the learner) as to whether these skills will be introduced at this point, extended, or reinforced.

V *THE INTERACTION ENVIRONMENT*

What learning situations will be most appropriate in assisting the learner to achieve the stated goals of the instructional episode? Selecting the desired learning experiences is central to these questions: What are the characteristics of the learner? How can these be capitalized upon in promoting learning? What types of learning experiences are going to be potentially most productive? What focusing question and follow-through questions are going to promote the most effective learning? What possible responses will these learning experiences and questions elicit from students? What applications can the resulting generalizations have for other questions or issues? (Transfer of knowledge) How will this learning experience contribute to the larger purposes of education?

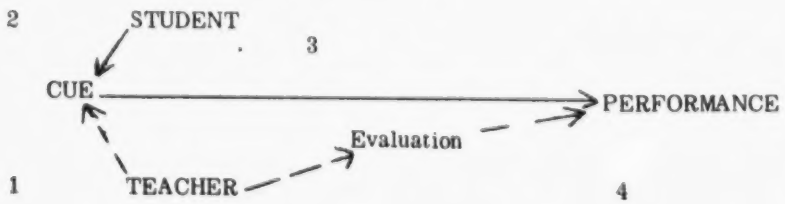
VI *EVALUATION OF STUDENT RESPONSE*

The purpose of evaluation is a controlled effort to compare real student performance with a standard. The standard ought to be a predefined performance so that the person being evaluated has a clear idea of the expected behavior and so that the evaluator has an equally clear idea of what behavior he is looking for.

Types of evaluation of learning experiences

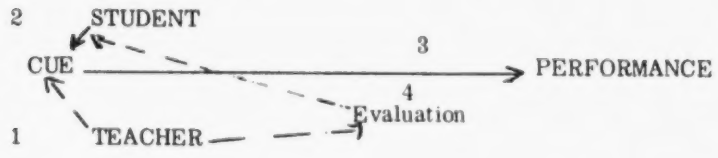
Performance Oriented

1. Teacher gives cue
2. Student perceives cue
3. Student performs
4. Teacher evaluation of performance



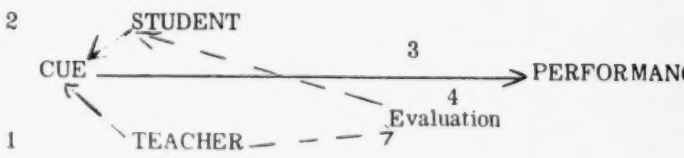
Relationship Between Cue and Performance

1. Teacher gives cue
2. Student perceives cue
3. Student performs
4. Teacher evaluation of association between cue and performance



Understanding of the Cue

1. Teacher gives cue
2. Student perceives cue
3. Student performs
4. Teacher evaluation of student's perception of cue



While the *Performance Oriented* evaluation of the learning experience will be most frequently used, many situations will arise in the classroom for which the teacher may wish to utilize one or both of the latter two designs in diagnosing the effectiveness of a given learning experience.

While each of the above six areas of the model are important in selecting appropriate learning experiences, ***they ought not to be viewed as separate entities unto themselves.*** A change in any one category will affect the character of the remaining five divisions. For the purpose of organizing and emphasizing points, the categories used in the outline are useful; however, each section of the outline ought not to be separated from the other in considering the feasibility of an effective learning situation. The model must stand as a model. Planning for evaluation, for example, must be considered along with the rationale and formation of the mystery question. All phases of the model are germane to the selecting of appropriate learning experiences.